



## Application

### 124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

139993 - The Eddyville-Blakesburg-Fremont School District Teacher Leader and Compensation Grant  
Teacher Leadership and Compensation System

Status: Under Review  
Signature: Sarah J. Tobiason

Submitted Date: 2015-10-14 01:02:52  
Submitted By: Sarah Jane Tobiason

## Applicant Information

### Project Officer

AnA User Id SARAHTOBIASON@IOWAID  
First Name\* Sarah Jane Tobiason  
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Program Area Teacher Leadership and Compensation  
of Interest\* System  
Fax: 641-969-4547  
Agency

### Organization Information

Organization Name:\* Eddyville-Blakesburg CSD  
Organization Type:\* K-12 Education  
DUNS:  
Organization Website:  
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Benefactor  
Vendor  
Number

## Cover Sheet-General Information

### Authorized Official

Name\* Dr. Dean Cook  
Title\* Superintendent of Schools  
Organization\* Eddyville-Blakesburg-Fremont School District  
If you are an individual, please provide your First and Last Name.  
Address\* 222 Walnut Street

City/State/Zip\* Eddyville Iowa 52553  
City State Zip

Telephone Number\* 641-969-4226

E-Mail\* dean.cook@rocketsk12.org

**Fiscal Officer/Agent**

Please enter the "Fiscal Officer" for your Organization.

If you are an individual, please provide your First and Last Name.

<b>Name*</b>	Susan Bayer		
<b>Title</b>	School Business Official		
<b>Organization</b>	Eddyville-Blakesburg-Fremont School District		
<b>Address</b>	222 Walnut Street		
<b>City/State/Zip</b>	Eddyville	Iowa	52553
	<small>City</small>	<small>State</small>	<small>Zip</small>
<b>Telephone Number</b>	641-969-4226		
<b>E-Mail</b>	susan.bayer@rocketsk12.org		
<b>County(ies) Participating, Involved, or Affected by this Proposal*</b>	Keokuk County, Mahaska County, Marion County, Monroe County, Wapello County		
<b>Congressional District(s) Involved or Affected by this Proposal*</b>	2nd - Rep David Loebsack (D) <small>Congressional Map</small>		
<b>Iowa Senate District(s) Involved or Affected by this Proposal*</b>	Statewide, 14, 39, 40 <small>District Map</small>		
<b>Iowa House District(s) Involved or Affected by this Proposal*</b>	28, 78, 79, 80, 81 <small>District Map</small>		

## Minority Impact Statement

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**Question # 1**

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons. \*

Yes

If YES, describe the positive impact expected from this project

As we educate those described in minority groups, funding would allow for more intense instruction and a broader span of learning for all students. As we want to empower those in the minority, funding would provide the opportunity to more closely monitor, engage, and empower all students. The positive impact on learning potential is thus limitless!

Indicate the group(s) positively impacted.

Women, Person/s with a Disability

**Question # 2**

2. The proposed grant project programs or policies could have a disproportionate or unique **NEGATIVE IMPACT** on minority persons. \*

No

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of

consultation with  
representatives of the  
minority groups impacted.

Indicate the group(s)  
negatively impacted.

**Question # 3**

3. The proposed grant project  
programs or policies are NOT  
EXPECTED TO HAVE A  
DISPROPORTIONATE OR  
UNIQUE IMPACT on minority  
persons. \*

Not Applicable

If YES, present the rationale  
for determining no impact.

**Certification**

I hereby certify that the  
information on this form is  
complete and accurate, to the  
best of my knowledge. \*

Yes

Name of Person Submitting  
Certification. \*

Sarah J. Tobiason

Title of Person Submitting  
Certification\*

Elementary Principal

## ***Recipient Information***

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District\*

Eddyville-Blakesburg-Fremont Community School District

Use the drop-down menu to select the district name.

County-District Number\*

90-0657

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific

Dr.

Name of Superintendent\*

Dean Cook

Telephone Number\*

641-969-4226

E-mail Address\*

dean.cook@rocketsk12.org

Street Address\*

222 Walnut Street

City\*

Eddyville

State\*

Iowa

Use the drop-down menu to select the state.

Zip Code\*

52553

## ***TLC Application Contact***

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Honorific

Ms.

Name of TLC Contact\*

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Street Address\*

222 Walnut Street

City\*

Eddyville

State\*

Iowa

Use the drop-down menu to select the state.

Zip Code\*

52553

## Demographic Profile

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October 2014 Certified Enrollment

867

October 2014 Free/ Reduced Lunch %

49

AEA Number

657

**Please select the TLC model number that most closely resembles your district plan.**

TLC Model Number\*

Model 2 – Instructional Coach Plan

## Narrative

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**Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)**

### Abstract-

The Eddyville Blakesburg Fremont School District has 81 certified staff who serve 966 students in four buildings ( 3 elementary and 1 middle/high school) spread out over five counties in southeast Iowa: Keokuk, Mahaska, Wapello, Davis and Monroe . The district is reflective of many rural school districts in Iowa in that we are faced with declining enrollment and an increase in the percent of free/reduced lunch population.

The number of students who qualify for free and reduced lunches has taken a substantial jump to approximately 50%. Many families have children at-risk of not making adequate academic gains. The reality is that the demographics of Iowa are changing and the TLC grant will assist the Eddyville Blakesburg Fremont CSD to increase student achievement by developing teacher leaders within the district. During the 1st year, our Advisory Committee (AC) included teachers, principals, the Superintendent, Curriculum Coordinator, community members, the President of the teacher's association, and parents. When we learned we did not receive the funding after submitting an application to the Iowa Department of Education, we took a significant step to build our capacity to both plan and implement an effective TLC program. We began to work with an external consultant to improve our TLC program design. The consultant supported us as we created a TLC program which included all Teacher Leaders (TL's) in our district. With his assistance we wrote detailed job descriptions for each of the 7 TL roles. We also worked to review and clarify our mentoring and induction activities. Finally, we worked with the consultant to design a budget that provides compensation for all the roles in our TLC plan.

The “Rocket Mission” says we will provide a quality education in which students become lifelong collaborative learners and innovative problem solvers. To ensure high quality instruction, we must give our teachers opportunities to reflect on and improve their professional practices. The vision of our TL program is to continuously develop the skills of all the staff through multiple training and coaching opportunities, while allowing teachers to stretch their potential as leaders. The variety of leadership roles in our TL program will allow teachers to fit their time and interests with the various TL opportunities.

Our program funds 7 clearly differentiated TL roles. Up to 44 teachers could hold a TL position at any time. Because we have a small staff some teachers may be holding two positions simultaneously. We will ensure that at least 25% of our teaching staff are in TL roles at all times. All of the positions except the Professional Learning Community (PLC) leaders will be compensated with the grant. The PLC leaders will be compensated by the district.

Our primary instructional improvement strategy is the Gradual Release of Responsibility Model. GRR is a structured method of instruction framed around a process transferring responsibility within the learning process from the teacher to the eventual independence of the learner. This instructional model requires the teacher, by design, transition from assuming all the responsibility of performing a task to a situation in which the students assume all the responsibility. The ideal result is a confident learner who accepts responsibility for their own learning and directs this learning so every student can move through the academic spectrum to independent choice and personalized learning. With the support of the Great Prairie AEA, Eddyville Blakesburg Fremont has committed to using GRR in grades K-12. Teacher Leaders will be critically important in successfully sustaining this instructional strategy long term.

Eddyville Blakesburg Fremont Community Schools TLC plan received feedback from all teachers in our district, all district administrators and many community members. All stakeholder groups are clearly in support of this plan. The Eddyville Education Association was represented in all planning sessions and has officially endorsed this proposal. Our administrators have demonstrated an exceptional commitment to the program. The Eddyville Blakesburg Fremont Community School District is committed, focused, and passionate about supporting students through the implementation of a network of teacher leadership aimed at improving student achievement.

**Please select the TLC model number that most closely resembles your district plan.**

TLC Model Number                      Model 2 – Instructional Coach Plan

## ***Narrative***

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Using Part 1 application  
narrative from previous  
application?\*

No

**Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)**

**Please include the following information in your narrative:**

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

**Use of Planning Grant**— The Eddyville Blakesburg Fremont Teacher Leader proposal (TL) was developed through a 2-year planning process that has allowed us to gather significant information from many stakeholders. During the first year of planning, the committee of four teachers representing each EBF building, four administrators, two parents representing both elementary and secondary education, and the president of the Eddyville-Blakesburg-Fremont Education Association met three times for a period of two hours to develop a high quality plan. In the 2nd year the team met with a consultant who assisted with additional planning and vision development. The consultant helped our committee understand effective practices used by other districts to design and implement a successful Teacher Leader program. Over the two year planning process the committee met formally 6 times.

The Advisory Committee (AC) met with stakeholders to gather information, analyze district data, plan, and make decisions based on feedback received. Through webinars, and input from the consultant we were able to determine how to best meet the needs of our district. Our district administration team consulted with each member of the advisory committee to provide specific feedback on how instructional design strategists, mentor leaders, PLC leaders, PBIS coaches, and mentors would benefit student achievement, MTSS, and our current professional development initiatives with Iowa Core. The planning grant funds were used to compensate teachers and arrange for substitutes. The teachers were given release time for the whole group meetings and were compensated for the smaller committee meetings held after duty hours. The meetings were held during the day and in the evenings to best suit the needs of the planning committee attendees.

**Stakeholder engagement**—The AC gather input from stakeholders through presentations to the staff, school board presentations and updates, and large group discussions. Initial review of TLC guidelines and district data by our stakeholder groups helped us understand:

- EBF currently has no paid Instructional Teacher Leader positions
- Our district meets Criteria 1 (minimum salary of \$33,500 for all teachers).
- Our district has a mentor program (Criteria 2 - new teacher mentoring).
- Our district does not meet Criteria 3 (differentiated, multiple, meaningful teacher leadership

roles) or Criteria 4 (rigorous selection process).

- Our district meets Criteria 5 (aligned professional development)

We have chosen to base our plan on Model 3 - the Comparable Plan Model. The consensus was having the flexibility of Model 3 best supports our district's size, goals, and current professional development focus.

**What we learned from stakeholders** - Multiple opportunities were provided to teachers, administrators and parents to provide input, including large group discussion during professional development and small group discussion during School Improvement Advisory Committee (SIAC) meetings with parents; helping our AC understand what the stakeholders wanted included in our TL program.

#### **Parents** want...

1. The TLC program to have a clear connection to increased student performance.

#### **Teachers** want...

1. Opportunities to serve in a range of leadership roles.
2. Support for identifying appropriate materials and instructional strategies linked to student needs.
3. Assistance in reflecting and using data to improve instruction.
4. Opportunities to serve our district without having to leave the classroom.
5. Help translating theory into effective classroom practices.
6. Support for classroom and behavior management.
7. Professional development best suiting individual needs of educators.
8. Even greater support for teachers new to the profession and new to Eddyville-Blakesburg-Fremont.

#### **Administrators** want...

1. The TL program to support the implementation of Gradual Release of Responsibility district wide.
2. To understand the impact of the TL program on teacher effectiveness and student learning.

**Commitment**—Eddyville-Blakesburg-Fremont's TLC plan incorporated feedback from all teachers in our district, all district administrators and many community members. All stakeholder groups are clearly in support of this plan. Teachers demonstrated their commitment to the project during a meeting held on a recent PD day. During that meeting teachers verbally affirmed their support of the project and many teachers expressed an interest in holding 1 or more of the new leadership positions.

The Eddyville-Blakesburg-Fremont Education Association (EBEA) was represented in all planning sessions and has officially endorsed the proposal. Parents provided input through participation on the Advisory Committee. Like the other groups, our parents have voiced their commitment to the project.

Our administrators have demonstrated an exceptional commitment to the program. Our district applied for TLC funding two years ago but did not receive the award. Even though Eddyville-Blakesburg Fremont did not receive the award on the first try, our administrative team decided to begin implementation of the TL program anyway by establishing Building Leadership Teams and SAT leaders. Our stakeholders are all committed, focused and passionate about supporting students through the implementation of a network of teachers leadership aimed at improving student achievement.

## Narrative

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Using Part 2 application narrative from previous submission?\*

No

**Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)**

**State Goals:**

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

The **vision** of the Eddyville-Blakesburg-Fremont Community School District is to foster a climate of collaboration building the competence and confidence of all teachers as they work to improve student learning by continuously developing the skills of all staff through multiple trainings and coaching opportunities. Most importantly, we want to create a comprehensive program that employs common processes for recruiting, hiring, supporting, and assessing all TLs.

To realize our vision, we have created 4 goals for EBF's teacher leadership program.

**Goal 1** is to create a positive atmosphere where social capital drives collaboration.

- Our TL program will foster a culture of trusting relationships that encourage collaboration around teaching practices to meet the needs of our students.
- The availability of Mentors, Instructional Design Strategists, and PBIS coaches will provide time for teachers to observe one another, reflect on, and discuss their current practice.
- Our TL selection process will find candidates who work well with others, maintain a positive attitude, are able to inspire others, and have the knowledge and skills to successfully coach their peers.

**Goal 2** is to encourage collaboration among teachers.

- TLs and classroom teachers will collaborate weekly in grade level PLC teams to improve student achievement.
- The teachers will share successful interventions and practices along with high quality student work samples. As a group they will analyze student data.
- Instructional Design Strategists will work to create a safe environment for candid conversations. They will also present and model teaching strategies that are responsive to student needs.
- Our TL program will encourage all teachers to apply for leadership opportunities at least once during their time in district.

**Goal 3** is to recruit and retain quality teachers. By providing multiple instructional supports we will recruit and retain educators.

- Paid TL opportunities and teacher empowerment will help us retain educators who may otherwise be lost to other districts.
- Those who are not ready to leave the classroom will have opportunities to stay in the classroom and still work within our TL program.

**Goal 4** is to empower teachers.

- EBF's TL program will foster a shared leadership approach for planning and facilitating district



PD as well as curriculum design. The shared leadership, continuing PD, and coaching from administrators will benefit the district.

**Local Context**— EBF's CSIP has 4 goals: (1) Improve student achievement in reading and math; (2) implement MTSS; (3) implement PLC's that will analyze data to improve instruction; (4) provide quality instruction through the Gradual Release of Responsibility Model. Implementation of these goals is now the sole responsibility of the administrators. Thanks to the TLC grant funding, we will include at least 25% of our staff in TL roles that can help us attain our CSIP goals. The 44 new TL positions offer opportunities in 7 different roles that range from extra duty only to full-time positions with no teaching assignments. The three Instructional Design Strategists will provide all teachers with assistance in continuous improvement, ongoing PD, timely feedback and reflection questions. The other 6 roles will provide leadership and work collaboratively with administration to achieve all 4 CSIP goals.

**State Context** Our plan clearly aligns with the State of Iowa's TLC program goals.

EBF teachers are currently paid at least \$33,500.

Current teachers indicate that they will be more likely to stay in district because of increased leadership opportunities and compensation for the positions. They will also be more likely to stay because of the opportunities to improve their practice through comprehensive PD, individual, and group support.

All aspects of our TL program will foster teacher collaboration through the use of PLC's and PD. Our TL committee will regularly monitor the level of collaboration within the buildings and district and seek additional ways to support collaborative opportunities.

Helping teachers grow professionally is an important goal for our district. As teachers grow we will encourage them to seek leadership roles. We will reward teachers that accept leadership roles with increased compensation and responsibility.

The ultimate purpose of the TL program activities is to increase student achievement. We believe that supporting all EBF teachers to grow professionally, work collaboratively to analyze student data, and implement effective instructional strategies that are responsive to student needs will have a positive impact on achievement within the district.

Using Part 3 application  
narrative from previous  
submission?\*

No

**Part 3 - Describe how the TLC plan will connect to, support and strengthen the district's key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)**

**Strategy 1**—The **Gradual Release of Responsibility Model** (GRR) is a structured method of instruction framed around a process that transfers responsibility within the learning process from the teacher to the learner through the practice of guided teaching from dependence to independence.

The result of the effective GRR process is a confident learner who accepts responsibility for their own learning. The educator directs this learning so that every student can move through the academic spectrum to independent choice and personalized learning. As Buehl (2005) stated, the GRR model "emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not developed expertise."

With the support of the Great Prairie Area Education Association (GPAEA), the Gradual Release of Responsibility model will be implemented in all grades across the district (K-12). The Instructional Design Strategists will be critical to the successful implementation of this model by focusing on GRR as the framework for student learning. Instructional Design Strategists will assist in developing Professional Development to meet the needs of teachers related to the GRR model. Instructional Design Strategists will observe first and second year teachers on a weekly basis and other staff members on a monthly basis to provide debriefing and feedback about how effectively each teacher is implementing the GRR model. Mentors will provide additional support for 1st and 2nd year teachers as well. The mentors will observe their mentees once a month, and will follow up with a debriefing session with a focus on implementation of GRR.

Instructional Design Strategists and the District Leadership Team Members will also provide learning enriched environments where staff members can observe high quality implementation of GRR. These teachers will act as role models and provide videotaped sessions of their classrooms to be used for training purposes. All members of the EBF Leadership Program will work to improve co-teaching models and will model/co-teach using the GRR model as needed.

Our SAT Leaders will also help teachers use GRR with students who have needs that require differentiation. SAT leaders will support new and experienced teachers in the implementation and understanding of IEP's/504 Plans and how to incorporate GRR into the plans. Cooperating teachers will work to enhance and evaluate the progress of each student teacher on a continuing basis, gathering and recording information and conferring with each student teacher for purposes of analysis, feedback, and guidance. The cooperating teachers will model GRR, appropriate and meaningful use of technology, for their student teachers.

**Strategy 2** - The PLC process focuses on building a collaborative culture in which all staff members focus on gaining strategies for engaging in student learning that transforms and inspires. The community of teachers uses powerful tools and knowledge to implement a culture of support for all students that focuses on action and results so that all students can increase achievement. All PLC coaches will support the work of the district in keeping the focus on student learning. Through coaching, collaboration with the building leadership team, and cultivation, the PLC coaches will use data gathered from formal assessments in order to affect and increase student achievement. PLC coaches will assist in forming team norms, meeting agendas, common formative assessments, and in meeting protocols set forth by the team.

**Strategy 3** - PBIS is a systems approach for establishing the social culture and individualized behavioral supports needed for schools to be effective learning environments for all systems. Research has shown that a positive learning culture has a direct relationship with student achievement. The four PBIS Coaches will collect data, lead meetings, and celebrate through the planning of student events which would streamline the entire world of PBIS within our schools.

**Strategy 4 - Technology** The Eddyville-Blakesburg-Fremont Community School District provides one-to-one technology with mini computers for each student in grades 7-12, and iPads for each student in grades 4-6. iPads are also provided on a two-to-one basis for students in grades K-2. In addition, all classrooms have interactive whiteboards in their classrooms. Keyboarding instruction will be provided for students beginning in second grade. Professional Development will address ways to successfully implement technology into an effective educational program. Instructional Design Strategists will document use of technology during their regular observations and assist staff members to ensure that our technology is maintained, updated and utilized effectively.

Using Part 4 application  
narrative from previous  
submission?\*

No

**Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)**

**Improving entry—** Our 1st and 2nd year instructors within our Pre K-12 system deserve great mentors who will be responsible for continued growth and mentoring. Our TL program would fund 2 Mentor Leaders and 8 Teacher Mentors.

- Teacher Mentors would assist the new teacher in growing a mindset that is conducive to creating an atmosphere of learning which in turn heightens the quality of instruction.
- Teacher Mentors would provide a partnership with new teachers that would engage in developing classroom management, student support strategies, and instructional goals and strategies.

Teacher Mentors in this system will serve as observers, guides, and models, and will constructively engage in conversations and observations that are meaningful in order to foster relationships with new teachers.

- The Teacher Mentors will work through Professional Development strategies and designs to insure effectiveness as new teachers within the district.
- Teacher Mentors will work with 1st and 2nd year teachers as observers. In this way, the Mentor will observe the Mentee Teacher one time per month. Post observation, the Mentor will meet with the teacher to debrief and share successes as well as particular areas that the Mentor feels could benefit from new growth.
- Mentors will also engage in an ongoing Collaboration Log with the 1st or 2nd year teacher. These logs will provide the arena for ongoing weekly conversations. This Collaboration Log will allow for the Mentor and teacher to share areas of success and concern, provide feedback, and to work closely alongside the teacher in order to provide constant support.
- All Teacher Mentors will meet with their Mentees in a formal monthly meeting. These meetings will be led by the Mentor Leader Coaches. Topics addressed in these meetings will be timely and educationally bound conversations and subjects that provide 1st and 2nd year teachers with new ideas as well as help in understanding the tasks that must be completed in the first and second years of teaching.
- Mentees will be required to complete 1 to 2 tasks, which are guided by the Iowa Teaching Standards. Mentors will guide these tasks, field questions as they arise, and aid 1st and 2nd year teachers as they reflect on their teaching in alliance with the Iowa Teaching Standards. Teacher Mentors and Mentees will also engage in reflective assessments which will be a direct product of specifically chosen educational literature.

Mentor Leader Coaches will also be a key ingredient to the successes of the 1st and 2nd year teachers within the district. The Mentor Leader Coaches will focus on the Gradual Release of Responsibility Model. The learning process engages the students in developing a mindset which helps the learner to gain independence in thinking and learning. GRR creates a learning atmosphere in which students become extremely competent and productive learners. Students within this model of learning also engage proactively with other learners. Thus through peer interaction the Gradual Release of Responsibility creates a teacher who learns how to create and assess independent learners. Since we have a district in which Mentoring and Coaching is such a high priority:

- Mentor Leader will be able to observe the new teacher on a bimonthly basis.
- The Mentor Leaders will also be partners with the new teachers as evaluators in a non-official capacity.
- The Mentor Leaders will make sure that all 1st and 2nd year teachers complete their E-portfolios, as well as meet all district and state standards.
- Mentor Leaders will also provided support and will be a part of the collaboration logs between Mentor and Mentee.

**Effectiveness of Current Program—** The current Mentoring program engages 1st and 2nd year teachers with a Mentor who collaborates and advises the Mentee on directions that they feel they should pursue in order to improve upon their teaching.

- Mentors and their Mentees attend monthly meetings which bring to light important topics and requirements for 1st and 2nd year teachers. All of our Mentors are currently full time instructors in the classroom.

- Mentor teachers help new teachers gain independence and excellence in instruction. Once a month Mentor/Mentee meetings are a good chance for teachers to help other teachers. However, this time, is not enough.
- In order to be effective, the program has given 1st and 2nd year teachers assignments to be completed between meetings. The Mentor Leaders and Mentors will also be a part of those assignments as they are in an ongoing process of study and enrichment.
- In order to lighten the commitment to the Mentor Leaders, we have asked four veteran teachers to currently share the responsibility of leading the Mentor/Mentee groups. We want to engage Mentor Leaders in a way that supports new teachers even more strongly through the teaching and sharing of effective instructional practices, classroom engagement and management ideas, and grading and lesson plan rubric guidance.

The importance of gaining the support offered through the TLC grant, means that we can offer a stronger Mentor/Mentee program to our 1st and 2nd year teachers. We can attract and retain those teachers who are lifelong learners and advocates for our students. Mentor Leaders who work with Mentor Coaches, would instill and guarantee an environment in which students benefit from the overall strengthened connection between Mentor Leaders, Mentors, and new teachers. Giving new life to the Mentoring program through the stronger connections that the TL Grant would allow for, would mean that our new teachers could understand and broaden their horizons. As we work to attract and maintain great teachers who will have the opportunity to become excellent teachers, we would greatly benefit from a stronger Mentor/Mentee program for 1st and 2nd year teachers. The development of the Mentoring program into a new stronger induction program will provide new teachers with the structure, connections, and guidance to succeed and continue to grow as lifelong educators.

## Narrative

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Using Part 5 application narrative from previous submission?\*

No

**Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)**

**Please include the following information in your narrative:**

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

**Differentiated TL Roles**— Our Teacher Leader (TL) program provides opportunities for educators to function in leadership positions that range from exclusively extra duty (allowing educators to maintain full-time classroom assignment) to full-release coaching positions with no classroom assignment.

While part of the teaching population may hold dual roles, forty-four EBF certified staff will serve in some leadership capacity during the school year. This grant will give our district the opportunity to employ three full-time Teacher Leaders who can support their peers across all buildings and grade levels.

The EBF Teacher Leader Program

	<i>Title</i>	<i>#</i>	<i>TL Time</i>	<i>Stipend</i>
1	Instructional Design Strategist	3	100%	5% above teacher salary

2	Leadership Team-14 people	14	extra duty	\$750
3	SAT Leaders 3	3	extra duty	\$750
4	PBIS Coach 4 people	4	extra duty	\$750
5	Mentor Leader 2	2	extra duty	\$1500
6	Mentors 8	8	extra duty	\$1000
7	Subs			\$0
8	PD			\$0
9	PLC 9	9	extra duty	\$0
<b>Total TL Positions</b>				

**Instructional Design Strategist-** Eddyville-Blakesburg-Fremont currently serves 966 students in grades Pre K-12. The EBF District houses three separate elementary buildings, which reside in three very different and unique towns. The district spans over 263 square miles. Eddyville Elementary, Blakesburg Elementary, and Fremont Elementary are the three buildings that house the district Pre K-6 students. The EBF Junior High/High School buildings serves all students in grades 7-12. The **Three Instructional Design Strategists** (2 elementary, 1 MS/HS) will be part of a district team. In order to better serve our students, the Instructional Design Strategist will serve in a capacity that allows for individualization of instructional strategies with teachers, as well as teamwork among differentiated groups. As we move in the realm of Professional Learning Communities (PLC's) the Instructional Design Strategist will also work with the PLC teams regarding EBFs characteristics of effective instruction and integration of technology resources in the learning environment. Coaches will observe all staff at least one time every month and new teachers every week and provide constructive feedback through a debriefing session following the observation. New teacher in-service days at the beginning of the year will also take place with the assistance of the Instructional Design Strategist.

**Leadership Team-** As an individual on the **Leadership Team**, the current plan allows for teachers to meet monthly in order to plan and implement Professional Development Days for the EBF staff. The Leadership Team members also analyze data and create surveys for our staff, community, and students which allow for growth in positive directions. Members of the team also meet to discuss and solve current student and community issues that may be impacting education. As a Building Leadership Team (BLT) member, responsibilities also include the larger picture of aid in student discipline, staff and parent concerns, as well as district communication, yearly scheduling, Professional Development planning, Staff team building planning, and new opportunities for development as individuals.

**SAT Leaders** - (3) The **Three SAT Leaders** are crucial to the development of plans for student success. SAT leaders often collect student discipline or referral forms and use that data to develop a plan of success for the student. SAT Leaders also communicate with parents issues and concerns, and bring those issues to light and thus potential resolve. In the larger picture, the SAT Leader is responsible for creating a plan of action in which a student and parents can come together to work toward the common goal of student success. SAT Leaders meet every two weeks regularly, but oftentimes meet on a more case by case basis in order to gain resolve and come to resolutions or ideas that will work for the student.

**PBIS Coaches-** (4) As PBIS enters its third year at EBF Schools, we continue to grow toward common goals of positive student behavior. The current PBIS team collects referral forms and formulates data on student behavior during the school year. The PBIS team also plans each year for formal and informal ways in which our staff and students will interact on a daily and monthly basis. This includes the planning of reward programs, staff and student incentives, and student celebration events. The four **PBIS Coaches** will collect data, lead meetings, and celebrate through the planning of student events which would streamline the entire world of PBIS within our schools.

**Mentor Leaders** - The two **Mentor Leaders** are those teachers who give of their time to plan monthly meetings and evaluate on a regular basis the progress of the Mentoring program. The Mentor Leaders are people who set up curriculum and design a mentoring program which gives 1st and 2nd year teachers, as well as Mentors themselves opportunities for growth through a solid

mentoring program. The Mentor Leaders will continue to evaluate and improve upon the Mentoring program within the district so that all 1st and 2nd year teachers greatly benefit.

**Mentors** - At EBF Schools, the role of the **Mentor** is highly important and crucial to the success of the new teacher. As a Mentor, the individual will be responsible for implementing practices within the classroom that are meaningful, educationally sound, and effective. Mentors will act as models and guides to help new teachers develop competence and confidence. Mentors will also spend time within the classroom observing and giving feedback to the 1st or 2nd year teacher. Mentors and Mentees will meet and collaborate weekly to share ideas and thoughts on classroom and student issues.

Mentors and Mentees will also meet together in monthly meetings with other new instructors as a large group.

**Professional Learning Community** - team leaders will facilitate the development and adherence to team norms, clarify and add meaning to essential learning outcomes for each subject or course, develop and utilize formative common assessments, analyze individual student learning student data, direct teachers to provide additional time, support or enrichment programs for students, locate and share best practice, and lead the team in developing and monitoring SMART goals.

(<http://www.allthingsplc.info/blog/view/54/team-leaders-in-a-professional-learning-community>)

**How roles fit with instructional improvement strategy**—Eddyville-Blakesburg-Fremont's Teacher Leader Plan framework gives a strong foundation and an ongoing system of supports and coaching to all teachers in the district, whether in their first or thirtieth year of teaching. All teachers and staff members will benefit from this system in ways that ensure future successes as a district. These supports include:

1. Individual Mentorship and Coaching to all members of the staff on differing levels. This type of Coaching includes **observation, feedback, exchange of ideas, and collaboration**.
2. Each teacher will experience **consistency** and **fidelity** in the areas of teacher support, classroom climate, school culture, and educational awareness.
3. All staff members will benefit from a **strong** and **firm foundation** which sets forth a system of solid and comprehensive instruction, assessment, and feedback.

Eddyville-Blakesburg-Fremont holds our entire teaching staff to very high standards of excellence in education. All teachers must be given the tools and strategies necessary to instill the highest standard of teaching and learning. As we make sure that our teachers understand and use a standards-based instructional guide, we must also gauge educational practices toward making the classroom a challenging and impressionable place for students. Throughout the Mentoring and Coaching System, the district can ensure that all teachers are receiving the same information, benefiting from those who have experience, and engaging in meaningful Professional Development that is lifelong. It is important that we positively engage our new teachers as they enter into the profession. As we utilize those skills of other teachers in order to Coach, Mentor, and Lead one another, we can help all to master and refine their skills as individuals.

The TLC Funds will also be used as we enter into a new collaboration with one another through the learning and understanding of PLCs. As we go from our past format in which all teachers collaborate with one another through different arenas, we now understand that as Professional Learning Communities, we can find a better fit for our teachers as common collaborators. The goals of our PLCs will include:

1. **Aligning** our district, state, and national standards with one another through assessment and collaboration on current practice.
2. **Learning** about our students with a systematic approach to how we will respond and brief one another in times of struggle, joys, and concerns.
3. **Working** to align the work of the teacher and classroom with the processes already in place

throughout the MTSS process.

Through the process of engaging all in the PLC learning process, we will be sending staff members to training workshops, put on by the Solution Tree Company. These trainings will take place as they are scheduled throughout the midwest. We will also use our Professional Development Days to provide Workshops on the process of forming PLCs. As we begin this journey together as a group, we take into account the past collaboration that has been very well done between members of our teaching staff. With that foundation already in place, we can easily move into the mindset of the Professional Learning Community. The TLC funds will ensure that we can continue to move in positive directions as PLCs. Setting up the structure within our buildings while using TL Grant Funds will greatly improve upon the instruction, collaboration, and overall strategies that our teachers can potentially use.

Through the PLC model our teachers can develop action plans that meet the very specific needs of our students. As we look to add 44 positions to and within our current teaching team, we anticipate the improvement, growth, collaboration, and fellowship that will come of the new structure to our staff.

Our Professional Learning Community Goal will be the ideal way in which we can grow as a district toward higher levels of classroom engagement, teacher leadership, and Mentorship.

Using Part 6 application narrative from previous submission?\*

No

**Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)**

**Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:**

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

**Determining Effectiveness** - To ensure we have the largest pool of highly qualified TL candidates, we will begin our recruitment efforts by informing all current teaching staff of the TL openings through multiple methods. We will also advertise on Teach Iowa for the open positions as well as posting the openings in all district buildings.

The following table lists the minimum years of teaching experience required along with the minimum number of years required TL's must have worked in our district.

TL Role	Minimum Years of Experience	Minimum Years at EBF
Instructional Design Strategist	10	3
Leadership Team-14 people	3	2
SAT Leaders 3	3	2
PBIS Coach 4 people	3	2
Mentor Leader 2	5	3
Mentors 8	4	2
Subs	0	NA
PD	0	NA
PLC 9	3	2

Interested candidates will submit their application to the Human Resource Office at Eddyville Blakesburg Fremont CSD. Each application will include a questionnaire completed by the applicant along with 1 peer reference documenting the applicant's capacity to work in the TL role. Applicants can choose to submit any additional artifacts that help demonstrate their potential effectiveness. Our applicant questionnaire will be based on the Teacher Leadership Skills Framework from Center for Strengthening the Teaching Profession. The questionnaire will give applicants the opportunity to document their knowledge, skills, and dispositions in 5 areas - working with adults, communication, collaboration, knowledge of content and pedagogy, and systems thinking. The Advisory Committee



will jointly review the position questionnaires, the peer reference letters, and any other artifacts the candidates submit. The committee will select applicants for interview.

**Evaluating Professional Growth**— For the annual assessment, TL's and their supervisors will collect data through reflections, observations, and anonymous surveys of those the TL's support. We will design rubrics that rate TLs on a continuum using 3 levels - (1) emerging; (2) applying; and (3) integrating. The rubrics will assess professional growth in 5 areas- working with adults, communication, collaboration, content, and pedagogical knowledge, and systems thinking. Shortly after being selected, each of our 43 TL's will use the knowledge, skills, and dispositions outlined in their position rubric. Once each semester, all teachers who have been supported by a TL will complete an anonymous online survey that describes how helpful the TL has been. TLs and administrators will meet every semester to review the personal reflections, the administrator's observations, data from the anonymous peer surveys, and student learning data to document the TL's effectiveness. Through all TL positions will require annual reapplication, TL's will be able to maintain their positions (if desired) through the successful completion of the review process. Successful completion of the review process includes showing growth on the continuum of development along with positive feedback from the position supervisor and the teachers who are served by the TL.

## Narrative

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Using Part 7 application narrative from previous submission?

**Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's current professional development program. (5,000 characters maximum)**

**Please include the following information in your narrative:**

- a) A description of the role teacher leaders will play in the creation and delivery of professional development.
- b) A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

*Click here To access the Iowa Professional Development Model page.*

**Building-based PD-** Our district is composed of 3 elementary schools in a 15 mile radius, and 1 combined junior/senior high school. We have a total of 81 certified staff that meet as part of PLC teams within each building. Each building is responsible for developing an improvement plan that focuses on the needs of the students based on the input of the PLC teams. The improvement plans outline what Professional Development is needed to support both individual teachers and groups of teachers as they work to address identified student learning needs. We have a calendar that allows approximately 1 full day per month of Professional Development that enables the district to meet together to correlate strategies that will assist students throughout the district. The plans for all the buildings are combined to form the district school improvement plans.

We have two Building Leadership Teams; one representing the elementary staff and one the junior high/high school staff, that are responsible for identification of necessary Professional Development as well as the provision of building-based and district wide Professional Development based upon our district's School Improvement Plan. The Building Leadership Team, in collaboration with building administration and the AEA, will deliver all PD at the building and district levels during the monthly full-day PD sessions, in the summer, during teacher pre-service days, and throughout the school year in the form of demonstrative teaching, teacher collaboration time, courses and seminars. Professional Development will also be provided through classroom-embedded Instructional Design Strategists, who will support teacher and teacher teams. Coaching will include observing/coaching lessons and analyzing student data. With TLC funding, three, full time Instructional Design Strategists will lead PD efforts in conjunction with our Curriculum Director. The addition of Instructional Design Strategists will



ensure the continuous development of Professional Development and will enable staff participants to provide feedback to the Building Leadership Teams.

**Alignment of TLC Plan with Iowa PD Model**— Our TLC plan incorporates the 12 essential elements of the Iowa PD model described in the Iowa PD model Technical Guide.

**(1) Leadership Team**— We have multiple instructional data PLCs in both buildings. The leadership teams from both buildings meet together to form the district leadership team. The Instructional Design Strategists will play an important role in organizing and facilitating the building and the district teams.

**(2) Collecting and analyzing student data**—Our Instructional Design Strategists and our District Curriculum Instruction (DCC) provide support for both the building PLCs and individual teachers to collect and analyze student data. This building teams split by content area in the secondary building and by grade-alike groups in the elementary. These teams come together on district PD days to analyze data vertically K-12 under the guidance of our Instructional Design Strategists and DCC..

**(3) Goal setting**—Our Instructional Design Strategists and DCI assist the building teams to set SMART goals for the building, content area, and groups of students using data collected by the PLC as part of the building improvement planning process. All PD is intended to building teacher knowledge and skills to impact student learning.

**(4) Selecting content**—All PD content is chosen initially by the administrative team, our DCI and our Instructional Design Strategists. Once the school year has started and we collect survey after each PD day, we monitor and change content, as needed, in response to teacher feedback and requests as well as changes in student performance.

**(5) Designing PD**—We have a PD calendar team led by our superintendent. The team meets and decides on the PD calendar for the year. Key members on this team include building administrators, the DCI, and our 3 Instructional Design Strategists.

**(6) Training opportunities**—Our PD is both building and classroom based. Teachers participate in group training opportunities led by our Instructional Design Strategists. In addition, the Instructional Design Strategists observe every teacher in the classroom each month and then provide individualized support through feedback sessions.

**(7) Collaboration**— Building-based PD supports teachers from the same building to learn collaboratively while district level PD fosters collaboration among teachers from both buildings who address common issues/content.

**(8) Implementation**— Participants in all building and district level PD provide feedback to the building teams and the district team regarding the effectiveness of the PD following each session through anonymous online surveys.

**(9) Formative PD program evaluation & (10) Summative PD program evaluation**—PD Data collected through surveys and walk throughs is analyzed by the district level team (which includes our 2 Instructional Coaches) to determine effectiveness. One important task of the district level team is to make adjustments in how the PD is delivered and what content is covered based on the input of our 54 instructional staff.

**(11) Individual teacher PD plans**— Each building principal ensures that teachers complete individual PD plans. The building principal reviews this with the teacher and then the evaluation (if on cycle) is centered around this plan. Our Instructional Design Strategists support teachers every year in a non-evaluative role with the implementation of their PD plans through the individual coaching process.

**(12) Building PD plans**— Each building is responsible for developing a building improvement plan that is customized to the needs of their students. The improvement plans for both buildings carefully outline what PD is needed to support both individual teachers and groups of teachers as they work to impact student learning. The development of the building plans is led by the Instructional Design Strategists the administrator in each building, and the DCI.

previous submission?\*

No

**Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)**

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

**Impact and Effectiveness**—To determine the effectiveness and impact of our TLC plan we will collect both process and outcome evaluation data for the TL program. Our process evaluation data will help us understand if we are implementing all planned activities with fidelity. Our outcome evaluation data will help us determine if our services have worked to improve the knowledge and skills of teachers and teacher leaders.

In the initial stages of our TL program we will concentrate on implementation. Using monitoring data from multiple sources we will: (1) determine if all services were implemented as planned; (2) track the number of teachers and TLs served; and (3) document the quality of the services we provided through the TL program. Our Director of Curriculum and Instruction will work with our 3 Instructional Design Strategists to record all monitoring data. We will concentrate on implementation issues primarily during the start-up phase of our TL Program to ensure the smooth operation of all project components. The following table lists our initial process evaluation indicators along with how and when the data will be collected. We will review and finalize this list prior to program startup in July 2016.

**Process Evaluation**

Indicator of Success	Measurement	Timeline
TL positions are filled with qualified staff	HR records	1x year
TLs understand job requirements	TL survey	2x year
Instructional Design Strategists meet with all staff 1x every month	TL Logs	Monthly
Meetings include; model lessons, planning assistance, co-teaching, and 1-on-1 collaboration		
Mentors and mentees have class 1x a month	Mentor logs	Monthly
Mentors meet with mentee multiple times during a month	Mentor logs	Monthly
BLT meet monthly	Meeting log	Monthly
SAT meet bi-weekly	Meeting log	Monthly
PBIS Tier 1 meet monthly	Meeting log	Monthly
PBIS Tier 2 meet bi-weekly	Meeting log	Monthly

**Outcome Evaluation**—Once all components of our TL program are running smoothly we can focus on the impact of our activities. Our Director of Curriculum will work with our 3 Instructional Design Strategists to record all outcome data. The outcome evaluation will allow us to answer the question, “Are teachers and students better off as a result of our services?” The following 4 tables list our initial outcome evaluation indicators for the 4 program goals. We will review and finalize this list prior to program startup in July 2016.

**Goal 1—Create a positive atmosphere.**

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Indicator	Measurement	Timeline
Students are increasingly engaged in learning	Walk through data	Quarterly
Instructional delivery shifts from teacher led to student led		
All teachers feel confident implementing GRR	Teacher survey	2x year
All teachers feel confident implementing PBIS	Teacher survey	2x year

**Goal 2—Encourage collaboration.**

Indicator	Measurement	Timeline
Teachers report they have sufficient time for collaboration	Teacher survey	2x year
K-12 staff report that instructional coaching is provided in a collaborative way		
PLC work	PLC logs	Monthly

**Goal 3—Recruit/retain teachers.**

Indicator	Measurement	Timeline
The number of new teachers who stay in the district increases	HR database	1x year
The number of teachers who remain in the district increases	HR database	1x year

**Goal 4—Empower Teachers.**

Indicator	Measurement	Timeline
Teachers report they feel empowered through work with Instructional Design Strategists and administration.	Teacher survey	1x year
Teachers analyze and use data	PLC logs	Monthly

**Continuous Improvement**—While collection of data is an important aspect of the overall project evaluation, we are most concerned about how we use our data to adjust TL Program performance. Through this project we will help staff in all schools turn program data into useful answers that help all students succeed.

The TL Advisory Committee (AC) will have quarterly conversations to review project data. During these conversations, our Instructional Design Strategists will present summary data to track progress over time for key measures. They will help the AC review and reflect on the data through the use of the following 7 questions: (1) Who have we targeted for services/support?; (2) What are the outcomes they were expected to attain?; (3) What do our data tell us about their success in attaining outcomes?; (4) What other data do we need?; (5) What would work to do better?; (6) Do we need any new partners?; and (7) How will we adjust programming in response to current data (action plan adjustments)?

These monitoring meetings will help us understand the “story behind the data” so we can reflect on how well current TL strategies are working. All of the monitoring meetings will end with clear action steps that call for adjusting current methods or implementing new activities.

Project information will be posted to the district web site where we will share monthly updates about project activities, general project information, and reports documenting activities and successes. At the end of each year, we will produce a report summarizing who was served along with improvements in teacher and student performance.

Using Part 9 application narrative from previous submission? ☐ No

**Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)**

**Capacity**—We are confident we have the capacity to implement this project quickly, efficiently, and successfully. As a district we have spent the last 2 years planning our TL program. **Firstly**, we worked with an external consultant during the past 6 months who helped our Advisory Committee analyze and improve our TL program design. The consultant supported us as we created a TLC program that includes all TLs in the district. With his assistance we wrote detailed job descriptions for each of the 7 TL roles. Finally, we worked with the consultant to design a budget that provides compensation for all TL roles. We believe the clarity and detail of our current TL program plan will allow us to “hit the ground running” when we receive funding from the DE.

**Secondly**, we have already begun to implement a portion of TL program. Even though we did not receive TLC funding from the state. In our implementation, we have experienced more clarified communications between certified staff, Teacher Leaders and Administration throughout the EBF district. The lessons we learn from our TL efforts this year will definitely increase our capacity to implement the larger TLC-funded program next year. Prior to this year, EBF schools formed committees to help each building, but they met as needed. The groups included; SAT, BLT, PBIS, mentoring. This year the committees will meet on a regular basis to analyze student data, improve our PLC's, and PD. We will take the lessons learned this year to improve the rollout of our full TL program for the coming school year.

Following the submission of this grant, we will take a **third** step to increase our capacity to implement the TL program effectively. Beginning in October our Advisory Committee (4 teachers, 3 principals, the Superintendent, the Director of Curriculum and Instruction, 2 community members, 2 members of the teacher's association, and 2 parents) will meet monthly. During these meetings our AC will finalize all job descriptions, develop assessment rubrics for each TL position, create recruiting/application materials, inform all staff about TL opportunities, screen all applications, and select candidates for interviews. These monthly meetings will help ensure that EBF is ready to begin full implementation of our TL Program on July 1, 2016.

**Key staff**—All TL activities will be lead by our 3 Instructional Design Strategists who will have the support of the Director of Curriculum and Instruction (DCI) and the administrative team. Our 14-member AC will meet quarterly to provide guidance and support to the administration and the DCI as they coordinate TL activities across the district.

**Sustainability**—In addition to continued TLC funding from the state, we believe we can sustain our TL program using multiple strategies. First, a strong evaluation of the TL program will allow us to share results about the program's impact on teachers and students. As we demonstrate how TL activities strengthen instructional practices and impact student learning, we can help our board and our community maintain their commitment to our TL efforts. Second, we will seek external funding for

any future needs that we discover. Third, we are focusing significant time on building the capacity of existing staff through many different individual and group PD activities. An emphasis on strong PD is a cost-effective way to support sustainability. Once we have used our TLC funds to increase the capacity of all staff to implement evidence-based instructional practices, we will require fewer funds to keep the program going. Because the majority of our staff stay in the district, we will need fewer dollars for their continued PD, which allows us to concentrate our efforts on building the instructional skills of the teachers who are new to our district.

## Assurances

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**Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.**

**Minimum Salary** – The school district will have a minimum salary of \$33,500 for all full-time teachers.\* Yes

**Selection Committee** – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.\* Yes

**Teacher Leader Percentage** – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.\* Yes

**Teacher Compensation** – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.\* Yes

**Applicability** – the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.\* Yes

## Part 10 - Budget Items

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Amount

Use of TLC Funds	Budgeted
Amount used to raise the minimum salary to \$33,500.	\$21,400.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$66,909.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$179,129.00
Amount used to provide professional development related to the leadership pathways.	\$0.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$267,438.00

## Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2014** Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

**Certified Enrollment Number\*** 865.0

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

<b>District Enrollment-Based Allocation</b>	\$270,468.20
<b>Total Allocation</b>	\$270,468.20

## Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

## Total Allocation Budgeted

<b>Total Projected Amount to be Expended</b>	\$267,438.00
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*If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.*

<b>Remaining Allocation to be Budgeted</b>	\$3,030.20
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## Budget Alignment

Using Part 10 application narrative from previous application?*	No
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Describe how the TLC budget is aligned to the school district's goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

Eddyville-Blakesburg-Fremont is requesting \$267,438 in TLC funding from the state of Iowa. We will contribute an additional \$26,249 of local funds.

The following table shows how we will use our funds to:

- (a) hire 3 new Instructional Design Strategists
- (b) supplement salaries for teachers in leadership roles

We will use \$246,038 to provide the stipend, benefits, and coverage of direct instruction to supplement 3 Instructional Design Strategist positions.

<u>Title</u>	<u>Stipend per position</u>	<u>Benefits plus stipend</u>	<u>Time and benefits for staff needed to cover direct instruction</u>	<u>TLC \$</u>	
Instructional Design Strategies (3)	\$5400	\$66,909	\$179,129	\$246,038	-

(b) \$21,400 are designated to fund the salary supplements for teachers in leadership roles. These TLs will complete all TL activities outside of classroom hours.

<u>Title and # of Teacher Leaders</u>	<u>Salary/Ben.</u>	<u>Tng Costs</u>	<u>TLC \$</u>	<u>Other \$</u>
Leadership Team Members (14)	\$10,500	-	\$10,500	-
SAT Leaders (4)	\$2,400	-	\$2,400	-
PBIS Coach (4)	\$3,000	-	\$3,000	-
Mentor Leader (2)	\$1,500	-	\$1,500	-
Mentors (8)	\$4,000	-	\$4,000	-
<b>Totals</b>	<b>\$21,400</b>	<b>\$0</b>	<b>\$21,400</b>	<b>\$0</b>

(c) district contributions

<u>Contributions</u>	
Professional Development	\$13,600
Subs	\$13,650
Additional 2% for Instruction Design Strategist	\$2,700

**Connections between costs, roles, and goals**—With TLC funds, 3 full-time **Instructional Design Strategist** will be hired thus supporting Goal 1 - in promotion of a positive atmosphere, Goal 2 - Development of Collaboration, and Goal 3 - recruitment and retention of quality staff. One will work in the Jr/Sr High School, and two at the elementary buildings. The Instructional Design Strategist will serve in a capacity that allows for individual strategies with teachers, as well as teamwork among differentiated groups. As we move in the realm of Professional Development Communities (PLC's) the Instructional Design Strategist will also work with the PLC teams regarding EBFs characteristics of effective instruction and integration of technology resources in the learning environment. Coaches will observe all staff at least one time every month and new teachers every week and provide constructive feedback through a debriefing session following the observation. New teacher in-service days at the beginning of the year will also take place with the assistance of the Instructional Design Strategist.

TL funds will support fourteen **Leadership Team Members**, supporting Goal 1 - positive atmosphere, Goal 2 - collaboration, Goal 3 - recruitment and retention of staff, and Goal 4 - teacher empowerment through professional development. Leadership team members will meet monthly in order to plan and implement Professional Development Days for the EBF staff. The Leadership Team members will also analyze data and create surveys for our staff, community, and students which will allow for growth in positive directions. Members of the team will also meet to discuss and solve

current student and community issues that may be impacting education. As a Building Leadership Team member, responsibilities also include the larger picture of aid in student discipline, staff and parent concerns, as well as district communication, event planning, and new opportunities for development as individuals.

TL funds will support three **SAT Leaders**. The **Three SAT Leaders** are crucial to the development of plans for student success. SAT leaders often collect student discipline or referral forms and use that data to develop a plan of success for the student. SAT Leaders also communicate with parents issues and concerns, and bring those issues to light and thus potential resolve. In the larger picture, the SAT Leader is responsible for creating a plan of action in which a student and parents can come together to work toward the common goal of student success. SAT Leaders meet every two weeks regularly, but often-times meet on a more case by case basis in order to gain resolve and come to resolutions or ideas that will work for the student.

TL funds will support four **PBIS Coaches/Tier 2** supporting goals 1 - positive atmosphere, The PBIS team will collect referral forms and formulate data on student behavior during the school year. The PBIS team also will plan for formal and informal ways in which our staff and students will interact on a daily and monthly basis. This includes the planning of reward programs, staff and student incentives, and student celebration events. As **PBIS Coaches** who are also involved in the process of Tier 2, allowing for four individuals to more evenly plan, collect data, lead meetings, and celebrate through the planning of student events would streamline the entire world of PBIS.

TL funds will support two **Mentor Leaders** - The two **Mentor Leaders** will plan monthly meetings and evaluate on a regular basis the progress of the Mentoring program supporting Goals 1 - creation of a positive atmosphere, 2 - collaboration, 3 - recruitment and retention of quality staff and 4 - empowerment through professional development. The Mentor Leaders will set up curriculum and design a mentoring program which gives 1st and 2nd year teachers, as well as Mentors themselves opportunities for growth through a solid mentoring program. The Mentor Leaders will continue to evaluate and improve upon the Mentoring program within the district so that all 1st and 2nd year teachers greatly benefit.

TL funds will support **Mentors** - Mentors will be responsible for helping 1st and 2nd year teachers to implement practices within the classroom that are meaningful, educationally sound, and effective. The mentorship program will directly support Goal 3 in recruitment and retention of quality staff. Mentors will act as models and guides to help new teachers develop competence and confidence. Mentors will also spend time within the classroom observing and giving feedback to the 1st or 2nd year teacher.

Mentors and Mentees will meet and collaborate weekly to share ideas and thoughts on classroom and student issues. Mentors and Mentees will also meet together in monthly meetings with other new instructors as a large group.